

# JUNIOR HIGH SCHOOL CURRICULUM GUIDE FOR LANGUAGE

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DEPARTMENT OF EDUCATION

EDMONTON, ALBERTA

SEPTEMBER, 1968



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## ACKNOWLEDGMENT

The Department of Education acknowledges with appreciation the contributions of various subcommittees to the preparation of this Junior High School Curriculum Guide for Language. The present Subcommittee members are listed below. The Subcommittee operated under the guidance of the Junior High School Committee.

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### **NOTE:**

**This Curriculum Guide is a service publication only.** The Junior High School Program of Studies contains the official statement concerning Junior High School Language. The information contained in the Guide is prescriptive insofar as it duplicates that contained in the Program of Studies. There are in the Guide, however, as well as content, methods of developing the concepts, suggestions for the use of teaching aids and lists of additional reference books.

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# The Language Program

## TEXTBOOKS:

### Grade VII

1. Just English I  
Patterns for Writing I
2. ONE OF:  
MacMillan Spelling Series, Book 7  
OR  
Basic Goals in Spelling, Grade 7

### Grade VIII

1. Just English 2  
Patterns for Writing 2
2. ONE OF:  
MacMillan Spelling Series, Book 8  
OR  
Basic Goals in Spelling, Grade 8

### Grade IX

- EITHER:
- |   |                        |
|---|------------------------|
| { | Patterns for Writing 3 |
|   | Just English 3         |
- OR
- Words and Ideas, Book 3





## I. OBJECTIVES

### A. General Objective

The basic function of language is to communicate ideas and feelings. The general objective of the junior high school language program is to provide experience in writing and in using the skills of speaking, listening, and reading. The desired end is that students will be aware of, and enthusiastic about their use of language in thinking and in conveying ideas clearly, accurately, and fluently.

### B. Specific Objectives

- (1) The achievement of form and order in the expression of ideas.

- (2) The achievement of clear, varied, lively, and appropriate sentences.
- (3) The improvement of other skills necessary for general competence in the use of language, with particular stress on alert, critical listening.
- (4) The development of understanding about language and the relation of this understanding to the uses of language.

SINCE THOUGHT AND ITS COMMUNICATION ARE THE AIMS OF THE LANGUAGE PROGRAM, THE ACQUISITION AND THE INTEGRATION OF SKILLS ARE ALWAYS TO BE REGARDED AS MEANS TO ACHIEVE THESE AIMS.

## II. EQUIPMENT

In order to meet the aforementioned objectives, it is essential that a tape recorder be available and frequently used by the teacher. Other items of equipment deemed desirable would include filmstrip projector, record player,

overhead projector, dry copier, and realia.

A variety of magazines and newspapers should also be available.

## III. JUNIOR HIGH SCHOOL LANGUAGE OUTLINE

### A. Introduction

Although an attempt has been made to structure content and to develop sequence in the program for the three grades, teacher freedom is recognized. Neither content nor sequence is intended to be adhered to rigidly. Language teachers are free to make adaptations. However, each teacher should be aware that this freedom implies responsibility to plan course material which is appropriate to the interests and abilities of students and that this freedom also implies a responsibility to achieve the objectives of the program.

A rigidly imposed sequence of writing experiences may result in uninspired, mechanical, and routine writing if the sequence is not carefully related to the interests and abilities of students. Although the junior high school language program suggests indefinite language skills for specific grade levels, this guide recognizes the need for subsequent reinforcement and extension of these skills. The expository paragraph, for example, with its emphasis on logical ordering of events or processes may occupy a good portion of the time reserved for writing in Grade VII. At the Grade IX level, exposition may be treated with

more sophistication and depth to meet the interests, needs, and abilities of Grade IX students. Sequence in the writing program must provide for recurrent deepening of understanding.

The Outline indicates only the major emphasis in the junior high program. Reorganization of suggested content within grade levels may be necessary to meet the particular needs of a class. Coverage of additional content to challenge more able students is encouraged; however, teachers should make certain that classes have competence in the language content structured for their grade before proceeding to a more sophisticated treatment of the same material.

Although the outline divides language skills into broad areas, there is no suggestion that each of the areas be covered in isolation. The interrelationship of language skills needs to be stressed at all times. Skills should be taught so that they complement and strengthen each other and contribute to the ultimate aim of the language program: the effective communication of ideas and feelings.

## B. Writing Skills

The aim of the junior high school language program is clear, accurate, and interesting written expression. To this end the guide emphasizes simple forms of writing and suggests regular practice in short pieces of purposeful writing, rather than the writing of infrequent long themes.

One-paragraph compositions are emphasized throughout the junior high school program. Much emphasis is placed on exposition because of the practice it affords in organizing ideas, because of its flexibility of form, and, consequently, because of its basic importance to all types of writing. While expository writing, in its narrowest sense, deals specifically with factual information, the intent in this guide is to extend the terms of reference to encompass a much wider range of writing which, although essentially informative, may contain elements of description and narration as well. The method of exposition may well apply to the writing of friendly and business letters, book reports, personal and imaginative adventures, diaries, and other assignments in which the student expresses his observations. Therefore, expository writing in this program will not necessarily be limited to writing in which the student uses his knowledge of factual material. It will also encompass writing on a broad range of familiar and informational topics derived from the student's experiences.

While expository writing is introduced in Grade VII, and descriptive and narrative writing in Grade VIII, the intention is not to limit a year's work to any one of these types. Thus, although it is expected that, during the Grade VII year, students will concentrate on exposition, they will have some opportunity to practice writing description and narration. Moreover, most natural writing is a blend of these three types, and the experienced teacher of language will know that it is difficult to differentiate among paragraph types. Hence, there should be little emphasis on the identification and classification of paragraphs. Instead, the emphasis should be on coherent and interesting writing which covers a broad range of informational and familiar topics. The exact purposes and limitations of writing assignments must be made clear to students at all times. Only then will exposition, narration, and description find their way naturally into what the student writes.

The term "creative writing" has been purposely omitted from the program lest it be interpreted in a narrow sense, rather than in the sense of sincere and original expression of meaning. In reality, all writing is creative if the student has organized his material and expressed his ideas so that the product is really his own. It is intended, however, that the student will be given frequent opportunities to do imaginative writing. In the classroom, the composition program should provide practice for the development and expression of both imaginative and systematic thought.

**WRITING SKILLS**

Objectives: The achievement of form and order in the expression of ideas  
The achievement of clear, varied, lively, and appropriate sentences

MAJOR EMPHASES	MAJOR EMPHASES	MAJOR EMPHASES
<b>1. Composition</b> (a) One-paragraph composition. An introduction of the purpose and structure of expository writing through a broad range of familiar and informational subjects.  (b) Practice in writing single and multi-paragraph reports using reference sources.	<b>1. Composition</b> (a) One-paragraph composition i. Continued practice in expository writing.  ii. An introduction to the purpose and structure of descriptive writing and narrative writing.  (b) Continued practice in writing reports using several reference sources.	<b>1. Composition</b> (a) One-paragraph composition i. Continued practice in expository, narrative, and descriptive writing. ii. The development of an understanding of the interrelationships of exposition, narration, and description in writing. iii. Practice in using such interrelationships.  (b) Emphasis on writing multi-paragraph compositions. (c) Continued practice in writing single-paragraph reports. (d) Practice in writing multi-paragraph reports, speeches, short stories, etc.
<b>2. Summaries</b> (a) One-sentence summary of a paragraph.  (b) Multi-sentence summary paraphrasing the essential content of one paragraph to indicate principal and supporting ideas. (c) Notemaking and Notetaking: Application of summary skills to oral and written content. (d) Informal use of summary skills in initial planning for paragraph writing.	<b>2. Outlines</b> (a) Sentence outline indicating the principal ideas in each paragraph of a short sequence of related paragraphs. (b) Sentence outline indicating the principal and supporting ideas in each paragraph of a short sequence of related paragraphs. (c) Notemaking and Notetaking: Application of outline and summary skills to oral and written content. (d) Continued practice in informal use of outlining skills in initial planning for paragraph writing.	<b>2. Summaries and Outlines</b> (a) Topical outline for a series of related paragraphs.  (b) Précis.  (c) Notemaking and Notetaking: Continued practice in these skills. (d) The planning outline as a tentative guide for writing.
<b>3. Friendly Letters</b>	<b>3. Social and Courtesy Letters</b> (a) Concern for content, organization, form, and reader's reaction.	<b>3. Business Letters</b>
<b>4. Spelling and development of vocabulary.</b> In addition to the spelling lists provided in the texts, attention should be given to common errors and to spelling lists from other subject areas.	<b>4. Spelling and development of vocabulary.</b> In addition to the spelling lists provided in the texts, attention should be given to common errors and to spelling lists from other subject areas.	<b>4. Spelling and development of vocabulary.</b> Spelling and vocabulary lists should be developed from all subject areas.
<b>5. Handwriting — legibility and neatness.</b>	<b>5. Handwriting — legibility and neatness.</b>	<b>5. Handwriting — legibility and neatness.</b>
<b>6. Punctuation.</b>	<b>6. Punctuation.</b>	<b>6. Punctuation.</b>



Emphasis, in all junior high school grades, should be placed on the types of punctuation and capitalization most commonly required in the writing of the students. Undue emphasis should not be placed on infrequently employed punctuation such as the colon and semicolon, and the intricacies demanded by the writing of direct quotations. Teachers are also encouraged to analyze punctuation and capitalization in newspapers, magazines, and other non-textbook sources of modern language usage. Students should be constantly engaged in the collection of language data from sources outside the classroom.

### C. Speaking and Listening Skills

The language program has traditionally placed emphasis on training students to write well. Teachers should realize, however, that in an electronic, mass-media age, the skills of speaking and listening are becoming increasingly important. Teachers must guard against allotting a disproportionate amount of classroom time to written composition at the expense of training in these other linguistic abilities.

Speech training and composition should be integrated as often as possible. Because composition implies something to write about, the teacher will need to use questioning and discussion to help students explore and evaluate ideas, perceive relationships, and gain control over subject matter before they begin to write. After they have written, he will involve them in further discussion of their writing. He will help students improve their questioning and discussion skills. Further, using a tape recorder frequently, he will provide for growth in additional speech activities, such as reports, talks, dramatizations, panels, and debates.

Improvement in speaking skills needs to be paralleled by improvement in listening skills. Although listening is man's most common linguistic activity, direct training in the various listening skills has been neglected in the schools. Teachers should remember that people are constantly subjected to a stream of sound—especially from radio and television—and that it is the responsibility of language education to prepare them to be alert, critical listeners.

Teachers will note that on the list of language program materials, a tape recorder is classified as basic equipment. It is expected that the teacher of language will have ready access to a tape recorder, and that he will learn how to operate it efficiently. The teacher should keep in close touch with radio and television broadcasts, and should frequently record newscasts, interviews, panel

discussions, commercials, etc., for later playback and analysis in the classroom. Such study of language is practical and dynamic, and will do much to involve and interest students in the language of the mass media. It is important for teachers to realize that any language program centered entirely on the printed medium of the textbook is archaic, and that the schools must meet the challenge of the electronic age.

Following are examples of activities which should play a prominent role in the junior high school language program:

- (1) Analysis of the influence of pitch, intonation, and speed of vocal delivery on the reactions of the listener in a wide variety of social and business situations.
- (2) Analysis of content and delivery in advertising, news, reporting, interviews, etc.
- (3) Informal written tests of comprehension and interpretation, based on taped television and radio material.
- (4) Assigned viewing of television programs, with guide questions to focus the student's attention.
- (5) Assigned radio listening as a basis for comparison of different types of programming.

For much valuable discussion of the mass printed and spoken media, and suggestions for their use in the classroom, teachers should order **Using Mass Media in the Schools** by William D. Boutwell, ed., (New York: Appleton-Century-Crofts, 1962).

### D. Reading Skills

The importance of reading in a language program cannot be ignored. Extensive reading to provide a basis of ideas for student writing, as well as to develop a sensitivity to good writing, needs to be stressed by the teacher.

The junior high school language program assumes that basic word-attack skills have been covered in the elementary school. Thus, the reading and vocabulary section of the language program should concentrate on the building of a rich vocabulary and on practice in the comprehension, interpretation, and criticism of a variety of written materials.

An interest in words and a desire to add new words to the speaking and writing vocabularies must be instilled into students. Great stress should be placed on the denotative and the connotative meanings of words, as

well as on the process of "derivation" in English, whereby new words are created by the addition of affixes to roots. The teacher will find the following book useful, particularly Chapters 7, 8, and 9. Stuart Robertson & Frederic Cassidy, **The Development of Modern English** (Prentice-Hall, 1960).

Through directed reading and subsequent exercises and discussion, the student must be shown the various devices used to inform, influence, and convince others. Teachers are encouraged to give their classes frequent quizzes and questionnaires based on mimeographed material drawn from textbooks in other courses, the daily newspapers, magazines, etc. Emphasis might shift from tests of comprehension to tests of interpretation and critical thinking. Such analysis of the content of writing is vital, and is made more interesting and practical if it is largely based on the mass printed media.

### E. Grammar

Emphasis on vivid expression and good usage should be the aim of the language teacher. Abundant evidence indicates that the isolated study of grammar does NOT necessarily result in better speaking and writing. For this reason, the amount of grammar in the junior high school language program has been limited to basic items, with an attempt to structure most of the

grammar study into the first two years, Grades VII and VIII. Finally, because the emphasis in the program is upon development of communicating skills, grammar should be studied only as a part of, and not separate from, student attempts to improve expression through revision.

The independent study of grammar may permit some talented students to gain insight into the structure of their language. A meaningful study of the structural elements of language and of sentence patterns may give these students a set of terms and concepts that will help them to discuss their writing with greater economy and preciseness and, perhaps, permit more efficient revision of their written work.

It is not expected that teachers will attempt to cover every topic and exercise in the textbooks. They should use only what they feel is necessary for an elementary understanding of the English grammatical system. Teachers are particularly cautioned that students should not be required to memorize definitions or to spend much time identifying grammatical forms in textbook exercises. **Stress at all times should be placed on the writing of sentences by the students, not on the analysis of sentences written by others.** Any textbook exercises requiring such analysis should be given cursory treatment or omitted entirely.

## IV. CORRELATION WITH OTHER SUBJECTS

### A. Composition and Literature

A number of reasons can be advanced for correlating literature and composition, the principal one being that they are two sides of the same coin. Both literature and composition are concerned with communicating thought and feeling. Both represent a search for a unique relationship between content and form. Both require the use of special skills for conveying meaning. In this sense, literature and composition are complementary.

It should follow that in the schools the study of each of these should reinforce the study of the other. Thus, as in the study of literature the student grows in an understanding of content, of form, and of its relationship to content, he can be helped to use this understanding to impose form and order on the expression of his ideas. Conversely, as the student progresses in the craft of writing, he gains a basis for greater insight into the art of writing. Depending upon the grade level and student ability, this relationship may be treated with increasing sophistication.

### B. Composition and Social Studies

The content of social studies offers opportunities for the practice of all the writing skills of the junior high school language program.

The teacher must be aware that social studies content provides only one area of the raw material which can be used for developing composition skills. The skills themselves must be developed through guided practice in a planned writing program. The need for following a sequence of systematic procedures and the need for integrating writing skills with other skills of English must be recognized in order that both specific and general objectives may be attained.

Thus the assignment of a social studies topic as the basis for a report or a short research paper only initiates the series of considerations and procedures with which the teacher of composition must be concerned. Provision for such skills as the use of the library, the use of references, the ability to read effectively for various pur-

poses, notetaking, interpreting and evaluating material, paraphrasing, summarizing, planning, outlining, writing (in all its stages), and revision needs to be considered. The teacher's objective should be to help students to develop proficiency in these skills and to use these skills to express their ideas in an original, clear, and unified form.

With respect to the writing of reports and research papers some further cautions are indicated. First, a teacher should ensure that an adequate quantity of reference material is available in the classroom. Second, he should check that the reading level of the material does not exceed the abilities of the students. Finally, he should ensure that students have developed the skills

of restating information in their own words and reorganizing it in terms of their own perception of relationships. Unless these precautions are taken, the result may be mere parroting and plagiarism.

### C. Composition and Other Subjects

The resourceful teacher will undoubtedly exploit the content of other subjects to the end that the composition skills are employed to meet the specific needs of the students for clear, accurate, and fluent communication of their ideas. Sections of the science and health courses, for example, are especially suited for *précis* writing, summarizing, and outlining. The explanation of a process in mathematics or of an activity in physical education requires skill in expository writing.

## V. EVALUATION

Evaluation of student writing must be more than the measurement of achievement. The main function of evaluation should be to teach.

If the objectives of the language program are kept in mind, the teacher should evaluate the pupil for his ability to communicate ideas and feelings both in speaking and in writing. Evaluation in language must, therefore, take into account, for each student, the degree to

which he has achieved all the objectives of the program, or his growth towards the realization of the objectives.

The final evaluation, in terms of a composite of all language skills taught during the year, should reflect the student's ability to integrate the various facets of a language program into clear, forceful, pleasing oral and written communication.

## VI. EXPECTATIONS ON LEAVING JUNIOR HIGH SCHOOL

Students enrolling in a Grade X English program are expected to be able to employ a variety of writing skills which should include the following:

1. The ability to write and use effectively a variety of sentences.
2. The ability to develop effectively the expository, descriptive, and narrative paragraph.
3. The ability to organize and write a multi-paragraph theme of approximately two to three hundred words.
4. The ability to select and evaluate ideas from printed materials and to organize and express these ideas in speech and in writing.

## VII. A PROFESSIONAL BIBLIOGRAPHY

(Items marked with an asterisk are particularly useful)

### A. PROFESSIONAL JOURNALS

- \*1. The English Teacher  
English Council  
Barnett House  
11010 - 142 Street  
Edmonton, Alberta
- \*2. The English Journal  
National Council of Teachers of English  
508 South Sixth Street  
Champaign, Illinois
- \*3. Elementary English  
National Council of Teachers of English  
508 South Sixth Street  
Champaign, Illinois



## B. GENERAL BOOKS ON METHODS OF TEACHING

1. Bernstein, Abraham. *Teaching English in High School*. New York: Random House, 1962.
2. Carruthers, Robert. *Building Better English Tests*. Champaign, Illinois: National Council of Teachers of English, 1963.
- \*3. Farrell, John. *The Creative Teacher of Language*. Toronto: McGraw-Hill, 1965.
4. Gordon, Edward, and Edward S. Noyes (eds.) *Essays on the Teaching of English*. New York: Appleton-Century-Crofts, 1960.
5. National Council of Teachers of English. *The English Language Arts in the Secondary School*. New York: Appleton-Century-Crofts, 1956.
6. Saur, Edwin H. *English in the Secondary School*. New York: Holt, Rinehart and Winston, 1961.
7. Guth, Hans P. *English Today and Tomorrow: A Guide for Teachers of English*. Englewood Cliffs, N.J.: Prentice-Hall, 1964.
8. Holbrook, David. *English for Maturity*. Cambridge, England: University Press, 1961.
- \*9. Holbrook, David. *English for the Rejected*. Cambridge, England: University Press, 1965.
10. Hook, J. N. *The Teaching of High School English*. Third Edition. New York: Ronald Press, 1965.
11. Lewis, John S., and Joan C. Sisk. *Teaching English 7 - 12*. New York: American Book Company, 1963.
12. Loban, Walter, Margaret Ryan and James R. Squire. *Teaching Language and Literature*. New York: Harcourt, Brace and World, 1961.

## C. SPECIAL MATERIALS

1. Gordon, Edward, Gary Burgard, and Prudence Young. *A Programmed Approach to Writing, Book One*. New York: Ginn and Company, 1964.
2. Hook, J. N., and W. H. Evans. *Individualized English, Set J*. Chicago: Follett Publishing Company, 1964.

*Individualized English* is a kit of programmed materials designed to allow students individually to overcome problems in usage, sentence structure, punctuation, and mechanics of the language.
- \*3. *Resources for the Teaching of English*, available from the National Council of Teachers of English (see A.2. above) is a catalog listing a variety of materials useful for the teacher of English.
- \*4. Whitehead, Frank. *The Disappearing Dias*. (N. C. T. E. Stock No. 22200).
- \*5. Clegg, Alexander. *The Excitement of Writing*. (N. C. T. E. Stock No. 22406).
6. Squire, James R., ed. *A Common Purpose*. (N. C. T. E., 1966).
- \*7. Dixon, John. *Growth Through English*. (N. C. T. E., 1967).
- \*8. Reeves, Ruth, ed. *Ideas for Teaching English*. (N. C. T. E., 1966).

## D. REFERENCES IN LINGUISTICS

During the past thirty years a great deal of work has been done by linguistic scholars in an attempt to produce a more complete and accurate description of the structure of the English language. These studies have produced several new "grammars" that is, descriptions of the structure of the English sentence, and the processes by which speakers of the language produce an infinite variety of such sentences.

In recent years school textbooks have begun to adopt some of these new grammars. Two of the best known grammars are called "structural" (or "structural linguistics"), and "generative" or "transformational"

grammar. The Dashwood-Jones series is based on the "structural" description of English. Many teachers unacquainted with the work of linguistic science in recent years, and unaccustomed to the new terminology, have been often confused, and even annoyed, by this "new" grammar.

It is recognized that teachers should have been more carefully prepared for the introduction of structural grammar. The program of reading outlined below will assist teachers to acquire more linguistic background as quickly and efficiently as possible. It is hoped, of course, that many teachers will undertake university work in the

history of the English language, in the various theories of English grammar, and in descriptive linguistics generally. Then they will be in a better position to decide what to keep of traditional grammar, and what to adopt from more recent grammars. In the meantime, teachers sincerely interested in teaching grammar and usage and composition more effectively should find that some serious browsing in the bibliography below will give them much more confidence in deciding on the amount of grammar to teach, and when, and how.

#### NOTE:

All of the books mentioned below are in print, either in paperback or hardcover. If they are not presently in the school library, they should be acquired as soon as possible.

As a general introduction to the field of linguistics and the teaching of grammar, the following books are highly recommended, and probably should be read first:

- (1) Allen, Harold B., ed. **Readings in Applied English Linguistics.** (Appleton-Century-Crofts, 2nd ed., 1964).

A collection of essays giving the background of modern language studies, information on both descriptive linguistics and generative grammar, and articles relevant to linguistic geography, dictionary study, usage and composition. For grammar, read Parts I and IV.

- (2) Gleason, H. A. **Linguistics and English Grammar.** (Holt, Rinehart, and Winston, 1965).

A very full and scholarly review of the various grammatical descriptions, plus their implications for the teaching of composition. Perhaps at first Chapters 1-4 and 20 would be most valuable.

- (3) Guth, Hans P. **English Today and Tomorrow.** (Prentice-Hall, 1964).

A popular textbook in courses in English methods. Chapter I supplies a good general background on grammar.

- (4) Harsh, Wayne. **Grammar Instruction Today.** (University of California, 1965).

This pamphlet and the two journals listed immediately following are available from the National Council of Teachers of English. Teachers

should send immediately for Note's **Resources for the Teaching of English**, which lists the many Council publications available. (Address: 508 South Sixth Street. Champaign, Illinois 61820).

- (5) **College English.** (January, 1965).

This issue, devoted to linguistics, summarizes linguistic studies of the past ten years and presents examples of applied linguistics in secondary schools and universities.

- (6) **English Journal.** (May, 1963).

This issue, devoted to linguistics in the classroom, compares the various forms of grammar and indicates the linguist's interest in dictionaries, dialects, and stylistics.

After reading most of the above sources, teachers will already know a great deal about descriptive linguistics and structural grammar. However, for a more thorough background in the theory and methods of structuralism, and of the newer "generative" or "transformational" grammar, the following sequence is recommended:

- (1) Fries, C. C. **The Structure of English.** (Harcourt, Brace, 1952).

A study of spoken English (recorded telephone conversations), this text is considered the most influential "structural" grammar. A pioneer work, it is the basis for Roberts' system (see below) and that of Dashwood-Jones.

- (2) Roberts, Paul. **Patterns of English.** (Harcourt, Brace, 1956).

Application of descriptive linguistics for classroom use (high school or college), good both for definitions of language patterns and for exercises. This text is very readable, and contains much useful teaching material. Direct influence on Dashwood-Jones.

- (3) Roberts, Paul. **Understanding Grammar.** (Harper & Row, 1954).

Very readable attempt to combine the terminology and methods of traditional grammar and descriptive linguistics; useful for purposes of comparison. Much good material for general language teaching.



- (4) Roberts, Paul. **English Sentences.** (Harcourt, Brace, 1962).

In this text Roberts begins to move from structural grammar to generative grammar. Again, easy to read and rich in teaching exercises and materials.

- (5) Newsome, Verna. **Structural Grammar in the Classroom.** (N. C. T. E. Stock No. 27606).

A brief, useful summary of structural approaches to grammar.

- (6) Bach, Emmon. **An Introduction to Transformational Grammar.** (Holt, Rinehart, and Winston, 1964).

An introduction to generative grammar, explaining theory, principles, methods. Clearly written.

- (7) Thomas, Owen. **Transformational Grammar and the Teacher of English.** (Holt, Rinehart, and Winston, 1965).

Additional transformational grammar for teachers who wish to investigate more thoroughly the latest grammatical theory.

Any teacher who familiarizes himself with the majority of these books will feel a great deal more confidence when deciding on the nature and extent of his grammar program. Furthermore, he will also be much more knowledgeable about linguistics generally, and will find that his teaching in all areas of the language curriculum will be considerably improved.

## VIII. EDUCATIONAL MEDIA FOR LANGUAGE

Materials available from Audio Visual Services Branch Catalogs.

T numbers—films, P numbers—filmstrips,  
Others—sound tapes

(Note: Sources are given in A.V.A. catalogs.)

### Background to Language:

The following films are suggested because each, in its content and method of presentation, provides vicarious experiences which will prompt ideas to be expressed in various forms. Some are stories, one or two are entirely visual statements and others are documentaries.

- T-1685 **Each Man's Son**—incident from Hugh McLennan's novel.
- T-1749 **Trail Ride**—city boys ride trail on Indian reserve.
- T-1844 **When I'm Old Enough, Goodbye**—story of a drop-out in the U.S.
- T-1404 **A Citizen Makes a Decision**—one man fights through a community issue.
- Tk-1771 **The Persistent Seed**—visual statement of life amid technology.
- Tk-1777 **Rainshower**—sight and sounds of passing rain shower.
- T-1937 **The Voyageurs**—colorful portrayal of voyageurs manner of living.
- Tk-2052 **Miss Goodall and the Wild Chimpanzee**—excellent film based on real study in Tanzania.
- T-1693 **Choosing A Leader**—open-ended dramatization of teenage situation.

- Tk-1997 **Going Places**—teenagers and the world of tomorrow.

- T-1494 **City of Gold**—Pierre Berton's Dawson City.

- T-1436 **Between the Lines**—history of writing.

### Listening:

- Tk-1847 **Effective Listening** — overcoming obstacles to effective listening.

Many listening experiences can be gained from the tapes available from the Audio Visual Services Branch. Catalogs (yellow) are available on request. Most of the programs were originally radio broadcasts. A few suggestions follow:

- 249-T1 **It's on the Air**—excerpts from radio broadcasts, 1953.
- 134-T2b **Magna Carta**—dramatization.
- 298-T2b **Challenge of the Unknown**—explorations during last century and this.
- 320-T2b **Pottery Calgary**—interview-type visit to ceramics firm.
- 216-T3 **Lady Baden-Powell**—interview.
- 314-T4b **Sound World of Animals**—animal communications.
- 61-T2b **Winged Words**—poetry readings.
- 126-T1 **The Gold Bug**—adapted from Poe's story.
- 36-T2 **Trails of Adventure**—Kerry Wood talks about his writing "The Map Maker".

### Speech:

- P-1344 **How To Prepare A Speech**

## **Reading:**

### **Developing Reading Maturity Series (films)**

- Tk-1739 Comparative Reading
- Tk-1740 Critical Evaluation
- Tk-1741 Interpreting Meaning
- Tk-1742 Understanding Style

### **Reading for Understanding Series (filmstrips)**

- Pk-3510 Context Clues
- Pk-3511 Main Ideas
- Pk-3512 Note Taking and Outlining
- Pk-3513 Details - Careful Reading, Skimming
- Pk-3514 Inferring Meanings

## **Words:**

- T-477 History of the English Language
- T-896 Look It Up (Dictionary Skills)
- Pk-2495 Stories Behind Words

### **Word Study Series (filmstrips)**

- Pk-2695 Keys to Word Building
- Pk-2696 Synonyms and Antonyms
- Pk-2697 Word Meanings Change
- Pk-2698 Unusual Word Origins
- Pk-2699 Words from Other Languages
- Pk-2700 Words from Latin and Greek

### **Words—Origin, Use and Spelling Series (filmstrips)**

- Pk-2118 Words Then and Now
- Pk-2119 Increase Your Stock of Words
- Pk-2120 The Right Word In The Right Place
- Pk-2121 Roots and Shoots
- Pk-2122 Times and People Change Words
- Pk-2123 Words and Your Work

## **Writing The Sentence:**

### **Understanding the Sentence Series**

Pk-3723 to Pk-3730—six filmstrips

### **Using Good English Series**

- Pk-3076 Building Good Sentences

## **Writing Paragraphs:**

- T-1720 Writing A Good Paragraph
- Pk-3688 Writing An Opening Paragraph
- Pk-3924 The Paragraph—Developing A Topic

## **Different Kinds of Writing:**

### **How to Write A Narrative Paper**

Pk-3940 to Pk-3945

## **Constructing Reports Series**

Pk-2633 to Pk-2638

## **News Writing Series**

Pk-3965 to Pk-3968

## **Your School Publication Series**

- Pk-4514 to Pk-4519
- Pk-4101 Exploring TV
- Pk-3689 Organizing An Outline
- T-1237 How to Prepare a Class Report
- T-595 How To Judge Facts
- 310-T4 The Newspaper
- 146-T1 Reuters News Service
- 249-T2 The Silent Traveller—newspaper
- 304-T1b Speech Microscope—compressed speech

## **Grammar and Spelling:**

### **Parts of Speech Series**

Pk-2620 to Pk-2626

- T-913 Improve Your Spelling

## **Library:**

- Tk-1457 School Libraries In Action
- Pk-3536 Aids In Writing and Reading
- P-1116 How to Use An Encyclopedia
- P-1115 Use Your Library

## **Radio and Television:**

During the school year, both radio and television programs are available which may be useful to the teacher. For further information, consult the Teacher Guides to Alberta School Broadcasts or write Audio Visual Services Branch, Alberta Department of Education, Edmonton, Alberta.

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